



## Termly Action Plan (TAP)- Spring 23 (January- April '23)

(Key actions drawn from SIDP & shared with all staff. Governors included in termly planning and review meetings.)

Priority:	SMART Objective:	What does this look like?	Evidenced by:	Ofsted Area:	School Vision:
1	<b><u>Subject Leadership: Curriculum Implementation</u></b> All subject leaders in all subjects can evidence that (i) their intended subject curriculum is being learnt and remembered and (ii) that there have been ongoing incremental improvements in the implementation of the provision of their subjects	<ul style="list-style-type: none"> <li>Effective subject leadership is driving ongoing incremental improvements in every subject in the curriculum.</li> <li>Subject leaders have sufficient expertise, support and time to effectively lead the incremental improvements.</li> <li>The quality of provision of each subject in school very securely meets criteria for good and increasingly outstanding in the EIF.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice, exercise books, floor books, observations- referenced against school curriculum intent documents</li> <li>Teacher voice, subject leader 20 minute monitoring notes</li> <li>Reference to Ofsted Quality of Education descriptors</li> </ul>	QofE  L&M	Love of learning  Skills for Life
2	<b><u>School to School Collaboration and External Review</u></b> There is clear evidence that (i) the school is an active participant in challenge and collaborative activities with external parties and (ii) that there have been tangible improvements to school's practice as a result.	<ul style="list-style-type: none"> <li>Effective peer leadership collaboration with similar schools is providing support and challenge.</li> <li>Collaborative groups are helping to ensure that expectations are ambitious and pupil outcomes are excellent.</li> <li>Regular external scrutiny is also supporting this process by providing challenge and comparisons drawn from experience in other schools.</li> </ul>	<ul style="list-style-type: none"> <li>Notes from external visits</li> <li>Cluster network groups- planning and evaluation</li> <li>Local Authority Outstanding Schools pilot group work</li> <li>Local Authority subject network meetings</li> </ul>	QofE  L&M  EY	Love of learning
3	<b><u>Safeguarding</u></b> The CPOMS online recording tool is being used effectively and appropriately, including, by December 2022, the completed migration of the relevant archive of paper records.	<ul style="list-style-type: none"> <li>Safeguarding records remain thorough and well-organised, but are also maintained online in the secure CPOMS system.</li> <li>All staff will be able to use CPOMS appropriately, and will be December 2022 at the latest no longer record concerns or disclosures on paper, as will use CPOMS instead.</li> </ul>	<ul style="list-style-type: none"> <li>CPOMS records</li> <li>Teacher voice</li> </ul>	PD  L&M	Persevere  Skills for Life
4	<b><u>Emotional Wellbeing</u></b> The 'Zones of Regulation' toolkit is being used effectively by all adults in the school and has a high profile. Most children are able to talk about the toolkit in an age appropriate way, and give examples of how they could or have used it.	<ul style="list-style-type: none"> <li>All children across the school will be able to use the Zones of Regulation terminology to describe their state of mind.</li> <li>All children across the school will be able to use the toolkit with age-appropriate degrees of independence to regulate their emotions to support good mental health- both in school and at home.</li> <li>All staff will be confident and accurate in the use of the terminology and toolkit, and able to support children across the school to regulate their emotions.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil voice, pupil work, displays.</li> <li>Examples of successful application.</li> <li>Teacher voice, observations.</li> <li>School environment</li> </ul>	BA  PD	Love of learning  Persevere  Skills for Life
5	<b><u>Early literacy and numeracy</u></b> There has been a review of the first year of the implementation of 'Little Wandle for Phonics' and identified strengths and areas to improve.  The recommendations of EEF Reading Comprehension strategies and Oral Language interventions have been incorporated into our Key Stage 1 English provision and there is evidence that this has improved outcomes for children.  The Angles Maths Hub 'Mastery in Number' programme has been effectively added into our Key Stage 1 Maths provision and there is evidence that this has improved outcomes for children.	<ul style="list-style-type: none"> <li>Little Wandle is embedded in practice and all children are making progress.</li> <li>The review of Little Wandle for Phonics has identified areas for improvement and also consolidated strengths.</li> <li>Staff confidence and ability to deliver the approach is high.</li> <li>Reading outcomes in both phonics screening and at the end of Key Stage 1 are &gt;national averages.</li> <li>Writing outcomes at the end of Key Stage 1 are &gt;national averages and show a positive trend</li> <li>Selected children in Key Stage 1 benefit from additional sessions with an adult eg in reading comprehension or oracy</li> <li>Key Stage 1 classes include Number Mastery sessions during the week</li> <li>Maths outcomes in number at the end of Key Stage 1 are &gt;national</li> </ul>	<ul style="list-style-type: none"> <li>Little Wandle Review documents</li> <li>English subject lead - notes and planning</li> <li>Maths subject lead- notes and planning</li> <li>Pupil voice, exercise books, floor books, observations- referenced against school curriculum intent documents</li> <li>Teacher voice, subject leader 20 minute monitoring notes</li> </ul>	QE  L&M  EY	Love of learning  Make it Your Best  Skills for Life

## Termly Action Plan: Spring 2023

Objective:	Input, activities & tasks:	Resources:	Person responsible	Monitoring	Success Criteria	Evaluation-
To establish core vocabulary to be learnt and remembered in all subjects.	<ul style="list-style-type: none"> <li>Continue collaborative process to establish core vocab in History, Geography, RE and PE.</li> <li>Ensure that core vocabulary lists are incorporated into teaching of each subject as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting time</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> </ul>	Children are able to show that they have learnt and remembered key vocabulary.	Hist, Geog, RE, Art and DT all written and requiring final sign off by teachers in some subjects. PE- move to Get Set PE after Easter will require some rewriting of PE docs and subject leader return.
To embed 20 minute monitoring for subject leaders.	<ul style="list-style-type: none"> <li>Establish timetable for subject leader release time for Spring'23</li> <li>Review professional development for each subject leader and identify further opportunities</li> </ul>	<ul style="list-style-type: none"> <li>HT time</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> </ul>	<ul style="list-style-type: none"> <li>Standards SC</li> </ul>	Subject Leads are conducting regular and effective subject improvement activities.	Ongoing- now embedded into practice and will be re-emphasised in next SIDP.
To review subject narrative and disciplinary knowledge for RE	<ul style="list-style-type: none"> <li>Review narrative and knowledge content following recent cluster RE training.</li> <li>Adjust to use model suggested and review all knowledge content,</li> </ul>	<ul style="list-style-type: none"> <li>HT time (Subject Lead)</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> </ul>	<ul style="list-style-type: none"> <li>Standards SC</li> </ul>	RE curriculum identifies key knowledge effectively.	RE Key Knowledge completed.
To manage transition from REal PE to Get SEt for PE.	<ul style="list-style-type: none"> <li>Transition ready for Summer Term'23. Adjust all documents and organise training for staff as suggested.</li> </ul>	<ul style="list-style-type: none"> <li>Subscription costs</li> <li>Subject Lead time</li> </ul>	<ul style="list-style-type: none"> <li>CD/JH</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> </ul>	Children make faster progress in PE using Get Set scheme.	Planned time in first week back after Easter to complete.
To use external expertise to support school improvement.	<ul style="list-style-type: none"> <li>Take part in reciprocal visits with similar context local primary school to conduct teaching and learning evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>HT time</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> </ul>	<ul style="list-style-type: none"> <li>Standards SC</li> </ul>	School is drawing on best practice from other similar schools and also supporting when appropriate.	Completed- visits from 2 staff. Build on in next TAP- broaden.

	<ul style="list-style-type: none"> <li>Complete a thorough benchmarking analysis using NFER Maths tests (Dec'22) in order to be certain of current levels of Maths attainment across the school following blip in July 22 KS2 SATS.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom time</li> <li>HT data analysis</li> </ul>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Maths Subject Lead</li> </ul>	<ul style="list-style-type: none"> <li>Subject Lead has a clear picture of attainment in Maths across school to compare to 22 KS2 Sats.</li> </ul>	Completed- see analysis.
	<ul style="list-style-type: none"> <li>SENDCO to attend and participate in NCC SEND forum (termly) and incorporate best practice.</li> </ul>	<ul style="list-style-type: none"> <li>SENDCO release time</li> </ul>	<ul style="list-style-type: none"> <li>SC</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo is well informed about best practice and developments across county.</li> </ul>	Completed- actions identified.

To have highly effective safeguarding practice in school.	<ul style="list-style-type: none"> <li>Make use of recommended Safeguarding- CPOMS best practice doc from another school and share with all staff to further develop practice using CPOMS</li> </ul>		<ul style="list-style-type: none"> <li>HT</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding Governor</li> </ul>	<ul style="list-style-type: none"> <li>All staff are able to use CPOMS effectively.</li> </ul>	Completed.
	<ul style="list-style-type: none"> <li>Attend and participate in new regional DSL meetings.</li> </ul>	<ul style="list-style-type: none"> <li>DSL time</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding Governor</li> </ul>	<ul style="list-style-type: none"> <li>DSL is well informed about best practice and developments across county.</li> </ul>	Completed- actions identified.
	<ul style="list-style-type: none"> <li>Conduct annual mid-year safeguarding refresher quiz with all staff using Google Forms.</li> </ul>	<ul style="list-style-type: none"> <li>DSL lead</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding Governor</li> </ul>	<ul style="list-style-type: none"> <li>All staff are able to demonstrate sound knowledge of KCSIE.</li> </ul>	All staff completed.
	<ul style="list-style-type: none"> <li>Trial 'ask 3 people' idea re: refreshing safeguarding knowledge between training periods</li> </ul>	<ul style="list-style-type: none"> <li>DSL lead</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> </ul>	<ul style="list-style-type: none"> <li>Safeguarding Governor</li> </ul>	<ul style="list-style-type: none"> <li>All staff are able to demonstrate sound knowledge of KCSIE.</li> </ul>	Ongoing- CPOMS log ins checked.

To establish Zones of Regulation as a common language and toolkit for children and adults across the school.	<ul style="list-style-type: none"> <li>Establish a small group for support with anxiety/self-esteem within school with adult</li> <li>Use ZOR card packs to enable individuals to build bespoke toolkits</li> <li>Arrange visit from our staff to MPS to compare strategies for managing high level behaviour</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo time</li> <li>Staff release from classroom</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> </ul>	<ul style="list-style-type: none"> <li>Children are able to use ZOR toolkits as a way to manage and recognise their emotions.</li> </ul>	Embedded across school.
To further develop staff knowledge of SEMH.	<ul style="list-style-type: none"> <li>All teachers to complete NCC SEMH training using staff meeting time over next 2 terms.</li> <li>All staff to complete online Step On training refresher and in person Step Up training (Jan'23) in order to further develop understanding and strategies for managing children with challenging behaviours.</li> <li>Cool Cats to conduct a school visit to coincide with children's mental health week to develop children's strategies for dealing with anxiety</li> <li>Day of Calm (Jan'23) with whole school to promote self-regulation strategies</li> </ul>	<ul style="list-style-type: none"> <li>Staff meeting time</li> <li>£700 twilight</li> </ul>	<ul style="list-style-type: none"> <li>SENDCo</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have a good understanding of SEMH strategies in order to support children.</li> <li>A high profile has been given to managing emotions in school.</li> </ul>	Not working without TA involvement- reschedule for insert day in September as whole staff.